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ABSTRACT

The Teacher Education Access Mode (TEAM) Program, available to juniors entering the Temple University College of Education and majoring in elementary education, exposes students to learning alternatives in meeting the basic goals of teacher education. TEAM is an approach to people, teaching, and learning based on a belief that to teach children one must develop a personal style of teaching. TEAM adjusts to individual needs with students making decisions involving both content and methods of exploration. Modular scheduling occurs weekly, and a regular part of the schedule includes a year-long, supervised classroom practicum in urban and suburban schools in which TEAM students observe and teach children. Students return to student teach in these same schools during their senior year. Students identify the goals toward which they work in developing their personal teaching styles. Evaluation and grading emerge from the goal clarification process through conferences between student and advisor. Research results for TEAM indicate that the program develops positive attitudes in students; they see themselves as better prepared and the TEAM faculty members as utilizing teaching competencies better than other elementary education programs. (Author/LBJ)

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ELEMENTARY TEAM PROGRAM

College of Education
Temple University
Philadelphia, Pennsylvania

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Summary

The Teacher Education Access Mode (TEAM) Program is available to juniors entering the College of Education, Temple University, who are majoring in Elementary Education. TEAM exposes students to learning alternatives in meeting the basic goals of teacher education. TEAM is an approach to people, teaching, and learning based on a belief that to teach children one must develop a personal style of teaching. This style reflects who one is and a knowledge of how children grow and learn.

TEAM adjusts to individual needs with students making decisions involving both content and methods of exploration. Modular scheduling occurs weekly and changes to meet the needs of students and faculty. A regular part of the weekly schedule includes a year-long supervised classroom practicum in urban and suburban schools in which TEAM students observe and teach children. Students return to student teach in these same schools during their senior year.

Students identify goals toward which they work in developing their personal teaching styles. Clarification of these goals is a continual, cooperative venture between students and their faculty advisers. Evaluation and grading emerge from the goal clarification process through conferences between student and adviser.

Recent research results for TEAM indicate that the program develops positive attitudes in students. Analysis of variance used to compare mean perceptions of students among Elementary Education programs are statistically significant (0.05 level) with TEAM having higher means for eighteen of twenty-two teaching competencies on an instrument administered two years after graduation (see supplemental data). TEAM students perceive themselves as better prepared and the TEAM faculty members as utilizing teaching competencies better than other Elementary Education programs.

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ELEMENTARY TEAM PROGRAM

College of Education
Temple University
Philadelphia, Pennsylvania

Comprehensive Explanation

Description and Development of the Program. The Teacher Education Access Mode (TEAM) Program is one of four options available to juniors entering the Department of Early Childhood and Elementary Education, College of Education, Temple University. Since its inception in 1971 TEAM has been constantly evolving to its current form. TEAM is an approach to people, teaching, and learning based on a belief that to teach children one must develop a personal style of teaching. This style reflects who one is and a knowledge of how children grow and learn.

TEAM operates on the assumption that good teaching requires a positive self-image and the ability to make appropriate decisions among alternatives. TEAM employs an access mode approach in which students are given choices among content alternatives and guidance in selecting methods of exploration. TEAM provides an extensive learning environment of people, place, and material resources. It employs goal clarification, modeling of alternatives, and student-faculty conferences to help students determine methods of exploration. TEAM is committed to the position that if students experience an access approach they have a higher probability of:

1. developing maturity in decision-making;
2. gaining a more positive attitude toward learning;
3. exploring a wider base of content; and
4. developing a more complete image of self and others.

These are seen as essential ingredients in developing an effective, personal style of teaching.

The TEAM year is organized into four instructional phases, each with a slightly different emphasis. They are: (1) Exploration, (2) Professional

Development, (3) Access Mode Learning, and (4) On Your Own. These phases provide an overall structure to the program and help students make the transition from teacher-directed to self-directed learning.

In addition to on-campus activities, TEAM provides teaching experiences with children one day each week, as well as two full weeks each semester. Students spend one semester in an inner-city school and the other in a suburban school. TEAM students work with individuals, small groups, large groups, and the whole class. They jointly plan activities with the classroom teachers enabling them to try out their own ideas through creating and developing lessons. Students return to student teach in these same schools during their senior year and are able to continue relationships established the previous year.

Formal and informal group experiences develop a closeness among TEAM participants. The variety of group interactions include whole class and large group sessions, town meetings, advising groups, individual conferences, planning sessions, retreats, school experiences, field trips, and special groupings. Informal interaction affords students the opportunity to learn from one another.

TEAM faculty members expect the students to identify individual learning goals throughout their program participation. The means of achieving the chosen goals vary with each student with choices presented for nearly every major goal. Faculty members work closely with students to identify and clarify goals. This procedure is used to enhance the transition from a structured to a more informal program of study and serves as a basis for on-going student evaluation.

Objectives. Beyond the objective of providing sound elementary teacher education, students and faculty dialogue resulted in the formulation of ten broad goals which define the thrust of the program. The TEAM experience should allow students to:

1. Become more independent decision-makers and learners.
2. Develop improved self-concepts.
3. Improve in the ability to think and reason.
4. Gain greater awareness of their educational goals and priorities of o goals.
5. Awaken their natural curiosity.
6. Develop deeper understanding of educational issues.
7. Become more creative.
8. Demonstrate deeper sensitivity to and understanding of others.
9. Gain greater enjoyment of learning.
10. Grow in the ability to teach basic skills.

Personnel Involved. The Elementary TEAM Program personnel consist of elementary curriculum specialists in reading/language arts, social studies, science, and mathematics. These four faculty members and the forty-five to fifty students may at times be assisted by a Temple Teaching Associate. TEAM faculty work closely together and share common beliefs concerning teacher education.

Budget. From the outset the TEAM Program was designed to fit within the operating budget of the Department of Early Childhood and Elementary Education. The cost of faculty participation within the program has been no greater than if the faculty had been assigned to other undergraduate courses. Each of four faculty members are assigned to the TEAM Program for two thirds of his teaching load. Due to the nature of the program, faculty typically spend twice the assigned contact hours with TEAM students. This has consistently been the free choice of the faculty.

Contribution to the Improvement of Teacher Education. Access mode learning provides an approach for working with individuals. The TEAM Program's access mode facilitates a student's movement toward classroom teaching by providing numerous sources of ideas and practical experiences for prospective teachers. The TEAM

approach may suggest an alternative for elementary teacher education. In one instance a parallel graduate program was initiated by a former TEAM faculty member.

Teacher-training institutions often neglect human learning and human interaction. TEAM feels that a prospective teacher must be an adequate person who is able to facilitate the learning of others and help them discover for themselves their own potential in order that they may actualize in the schools. To strengthen the potential of TEAM students is to enhance the human potential of children in their classrooms.

The presence of TEAM students in schools has caused change to occur. As a result of their contact with TEAM students, many cooperating teachers inquire about new strategies and activities.

Evaluation Methods and Results. Within the TEAM Program, evaluation has meant collecting data from a variety of sources. There have been year-long "logs" kept by a random selection of students, selected in-depth interviews with students, measures of independence, questionnaires, feedback from supervisors of TEAM student teachers and the student teachers themselves, and faculty evaluation forms. Much of the flexibility of the TEAM Program can be credited to continual internal evaluation.

TEAM students tend to react positively toward the program. Based on scores from students on measures of evaluative tone and program impact, high positive evaluation tone scores were obtained. Likewise, sixty-five per cent of the TEAM students felt the program had a strong impact on them as individuals and prospective teachers.

The Department of Early Childhood and Elementary Education has initiated research to assess the quality of undergraduate teacher education programs. Student perception data on one instrument administered two years after graduation indicate that TEAM has higher means than other Elementary Education programs for eighteen

of twenty-two teaching competencies (see supplemental data). Also, over eighty-five per cent of the TEAM students indicated the faculty were approachable all or most of the time as compared to forty per cent for students in other Elementary Education programs.

A similar instrument administered after completion of methods courses yields higher means for TEAM in overall and subject area preparation in seven of nine categories compared to other Elementary Education programs evaluated. Analysis of variance used to compare mean perceptions of students among Elementary Education programs evaluated are statistically significant (0.05 level) for four of the higher TEAM means. This same instrument yields statistical significance with TEAM having higher means on all teaching competencies measured, both in terms of preparation received and the degree these competencies were utilized by TEAM faculty members (see supplemental data).

Student perception data indicate that TEAM develops positive attitudes in its students. TEAM students see themselves as better prepared and the TEAM faculty members as utilizing teaching competencies more extensively than the other Elementary Education programs evaluated.

The faculty members continue to examine, analyze, and clarify the program in order to refine and sharpen the nature and quality of the experiences. Those involved with the TEAM Program are unanimous in agreeing the test of an undergraduate program is in the elementary classroom, perhaps three, four, or five years following graduation. With this in mind, plans for longitudinal assessment of the TEAM Program are being initiated.

Supplemental Data

Department of Elementary Education Reaction Form

Partial Summary for Elementary TEAM Program

Based on a 91% return, TEAM had significantly higher means (less than 0.05 level) than the other Elementary Education programs evaluated for those competencies indicated. All other means were higher but not significant at the 0.05 level.

Preparation Received	Degree Utilized by Faculty
5 means very adequate	5 very extensive
4 means adequate	4 most of the time
3 means somewhat adequate	3 sometimes
2 means inadequate	2 seldom
1 means no attention given	1 never utilized

Teaching Competency	TEAM Preparation Mean	TEAM Utilization Mean
Provide for individual differences	4.56*	4.49*
Develop short term plans	4.41*	4.34*
Develop long term plans	4.26*	4.18*
Utilize a variety of instructional techniques	4.67*	4.80*
Select appropriate instructional materials	4.49*	4.60*
Create or modify instructional materials	4.31	4.33*
Techniques to elicit student responsiveness	4.18*	4.28*
Diagnose and evaluate student learning	3.90	4.00*
Choose and construct appropriate instructional objectives	4.39	4.32*
Utilize knowledge of child development	4.10	4.00*
Identify relationships among subject areas	4.49*	4.54*
Prescribe appropriate learning experiences	4.31*	4.49*
Deal with affective needs	4.69*	4.69*

*Significant below 0.05 level

Supplemental Data

Curriculum and Instruction Reaction Form

Partial Summary for Elementary TEAM Program

Student response to an instrument administered two years after graduation indicates that TEAM has higher means than other Elementary Education programs for eighteen teaching competencies as indicated.

Key: Degree of Help in Undergraduate Preparation

5 means very adequate
4 means adequate
3 means somewhat adequate
2 means inadequate
1 means no attention given

Competency	Mean for Help Received
To maintain class control	2.56
To develop lesson plans	3.19*
To provide for individualization	3.94
To undertake long-range planning	3.13
To know how to interpret test results	2.94
Knowledge of subject matter(s)	3.75*
Utilization of a variety of instructional methods	4.31
Openness in personality	4.00
Openness in teaching	4.44
Acceptance of ethnically, culturally, or socially different individuals	4.19
Evaluate student learning	3.44
Choose and construct appropriate behavioral objectives	3.19*
Help students develop healthy self-concepts	4.36
Apply learning principles	4.56
Recognize psychological blocks to learning	2.94
Sensitive to student needs	4.31
Help students to clarify and develop their values	3.81
Function in various teacher roles	3.19
Shows interrelations of school and life	4.00
Ability to diagnose learning problems	2.75
Ability to prescribe appropriate remedial action	2.50*
Ability to teach problem-solving techniques	3.19

*TEAM slightly below mean for other programs, above for all others

Supplemental Data

Department of Elementary Education Reaction Form

Partial Summary for Elementary TEAM Program

Results on an instrument administered upon completion of methods courses yield means for the TEAM Program which are higher than the other programs evaluated in all but two content areas. Several of these were significant below the 0.05 level as indicated.

Key: 5 means very adequate
4 means adequate
3 means somewhat adequate
2 means inadequate
1 means totally inadequate

	TEAM Mean
Overall preparation	4.18*
Reading	4.10
Language Arts	4.33*
Mathematics	4.05
Social Studies	4.28*
Science	3.97*
Music	2.80**
Art	3.76
Movement	2.97**

*Significant below 0.05 level

**Slightly below mean for other programs